Plan for Universal Support
"Starting off the School Year Right"

School: Year:

Respondents:

	In place	*Not in place*
Orienting Staff		
1. Positive Behavioral Interventions & Support program is shared with all staff (including new staff starting in fall)		
2. Schoolwide reading program is shared with all staff (including new staff starting in fall)		
Teaching Reading		
1. Instructional priorities fall to winter have been identified at each Grade Level		
2. All teaching staff have been trained to teach the core reading instructional program their respective grade levels		
3. Instructional plans are established at each grade level fall to winter (90 min core 30/30 additional min)		
DIBELS/AIMSweb assessments		
1. Database is setup (e.g., students are assign to classes, migration from last year, new teachers/students have been entered into system)		
2. Reading assessors have been trained in conducting the assessments		
3. Fidelity checks are scheduled to assure accuracy of administration		
4. A reading assessment schedule has been created with assessors appropriately assigned		
Teaching Behavior Expectations		
1. Behavior expectations are visible in multiple locations throughout school		
2. Behavior expectations are communicated to all staff		
3. Behavior expectations are prominently displayed throughout school		
4. Behavior teaching lesson plans are created, distributed and explained to staff		
5. A schedule has been created to teach behavior expectations for the first week of school (teaching in locations where the behavior is expected)		
6. A schedule is created to review the behavior expectations throughout the school year		
7. Classroom management plans have been developed by all teachers that align with the Schoolwide expectations (i.e. expectations, routines, transitions)		
Acknowledging Appropriate Behavior		
1. A documented plan is in place to acknowledge student appropriate behavior		
2. Staff review the acknowledgement procedure		
Correcting Misbehavior		
1. Staff understand the difference between office handled and teacher handled problem behavior		
2. Staff understand the procedures for completing an Office Discipline Referral		
3. SWIS Database		
4. SWIS is set up with enrollment, student days per month and new staff added to system		
5. Team Meeting		
6. A schedule is created for building leadership team meetings		
7. A process is documented for collecting, analyzing and acting on data (how to it and when to do it)		
8. Grade level meetings have been scheduled for the school year		